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ABSTRACT

A Southern Regional Education Board (SREB) study was conducted in 1988 to examine perceptions of college climate among black students at predominantly white colleges and white students in historically black colleges. Data were obtained from 20 historically black and 20 predominantly white institutions which participated in the 1977 and 1978 SREB studies, including Alabama State, Jackson State and Mississippi State Universities, and University of Maryland-College Park. Returned surveys (N=4,853) were analyzed for information on the student demographics, racial attitudes, satisfaction with institution, minority recruitment, college choice, and academic and social climate. Analysis underscored the need for colleges and universities in the SREB region to re-examine the status of minority students on campuses. Study findings included the following: (1) opinions about campus climate most often reflected status and not race; (2) students generally expressed open-mindedness toward race relations; (3) many white students opposed special considerations for minorities; (4) students questioned the sincerity of minority recruitment efforts and only in this case did opinions diverge along racial lines; and (5) minority group students indicated a lack of opportunity to express their concerns. Fourteen tables are included. (LPT)

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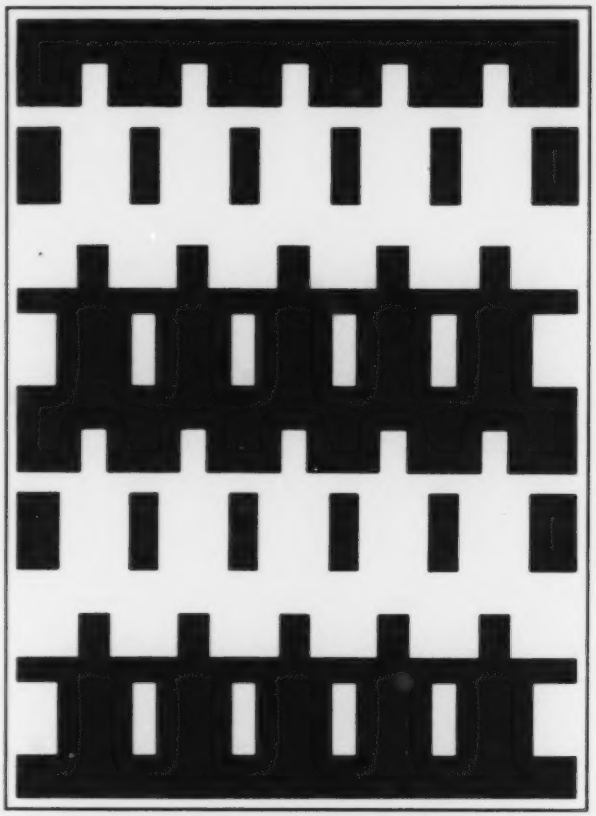

Racial Issues On Campus:
How Students View Them

Ansley A. Abraham

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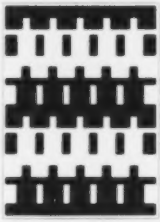
Southern Regional Education Board



ACKNOWLEDGMENTS

The students who contributed their time and effort to this study deserve a special "Thank you." We hope the findings will help institutions better address student concerns; if colleges take action as a result of these findings, these actions will compensate students for their participation.

Thanks are also in order for the 40 institutions that participated in the study. These same institutions participated in earlier SREB studies concerning black students on predominantly white campuses and white students on historically black campuses. Their willingness to take part in this follow-up study made it possible to search for changes in students' perceptions of the campus climate over the intervening decade.

George Antonelli, University of North Carolina, Rufus Jefferson, Jr., Florida Community College at Jacksonville, Samuel Johnson, SERO-National Scholarship Service and Fund for Negro Students, Inc., and Nancy Burke, Florida A&M University, deserve recognition for the time they gave and efforts they made in item selection and questionnaire design.

Special thanks also go to The College Board for approving the sabbatical leave that allowed Walter Jacobs to work with SREB on this project. Mr. Jacobs' contributions throughout his sabbatical and beyond were invaluable to the project's success and completion. A very special thanks go to SREB associates, especially Barbara Bohanon, who assisted in many different ways (including enduring a software change in the middle of the project) and who faithfully saw the study to its conclusion.

Ansley A. Abraham

The full report, *Black and White Students' Perceptions of Their College Campuses*, containing detailed statistical data and methodology is available from the Southern Regional Education Board, 592 Tenth Street, NW, Atlanta, Georgia 30318-5790 at $12.50 per copy; payment should accompany order.

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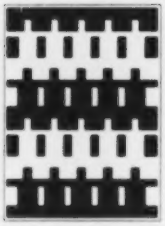

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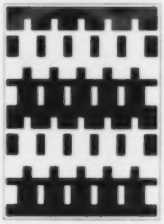


PARTICIPATING INSTITUTIONS

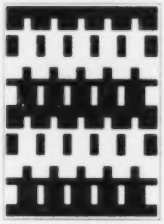
Historically Black Institutions

1. Alabama A&M University
2. Alabama State University
3. Alcorn State University (MS)*
4. University of Arkansas at Pine Bluff
5. Bowie State University (MD)*
6. Coppin State College (MD)
7. Elizabeth City State University (NC)
8. Fayetteville State University (NC)
9. Florida A&M University
10. Fort Valley State College (GA)*
11. Jackson State University (MS)
12. Morgan State University (MD)
13. North Carolina A&T State University
14. North Carolina Central University
15. Prairie View A&M University (TX)*
16. South Carolina State College
17. Southern University at New Orleans (LA)*
18. Tennessee State University
19. Virginia State University
20. Winston-Salem State University (NC)

Predominantly White Institutions

21. Augusta College (GA)
22. Clemson University (SC)
23. Georgia State University*
24. Louisiana Tech University
25. Marshall University (WV)
26. Memphis State University (TN)
27. Mississippi State University
28. University of Arkansas, Little Rock
29. University of Florida*
30. University of Georgia
31. University of Kentucky*
32. University of Louisville (KY)
33. University of Maryland–College Park
34. University of North Florida
35. University of South Alabama
36. University of South Carolina*
37. University of Tennessee, Knoxville
38. University of Virginia
39. Virginia Commonwealth University*
40. Western Kentucky University

*Control institutions: Both minority and majority students were surveyed and responses were analyzed.



FOREWORD

If Rip Van Winkle had fallen asleep a quarter of a century ago, awakened today, and resumed reading The Chronicle of Higher Education, there is at least one area in which he might have wondered, not at the magnitude of change since 1965 but at the similarity of the problems.

The statistics for blacks who graduate from high school, enroll in four-year institutions, complete bachelor's degrees, and receive graduate and professional degrees contained little good news in 1965, nor do they in 1990. The statistics are disturbing enough, but a just-awakened Van Winkle would also see the growing opinions that the climate of racism leaves much to be desired.

Adapted from Bornholdt, 1987

Reports of racially-motivated incidents on college campuses increased in the 1980s. At the same time, the proportion of minority students enrolling in and graduating from college has decreased. Research has shown that when the educational environment is perceived as being fair and intellectually stimulating, students are more likely to remain in college and complete their degrees. When students believe that they are the targets of unfair practices—including racial discrimination—they are less likely to "stay the course" and complete their degrees. Whether these perceptions are real or imagined, and whether they apply to discrimination that is overt or covert, individual or institutional, the end results are often the same.

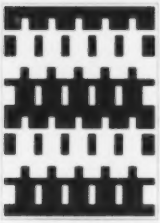
This report, *Racial Issues on Campus: How Students View Them*, summarizes findings of a detailed statistical report on the perceptions of black and white students who attend historically black and predominantly white institutions. Nearly 5,000 students from 20 predominantly white and 20 historically black colleges across the SREB region responded to a survey questionnaire. Students were asked about the racial attitudes and opinions they brought with them to college, their satisfaction with the institution they attend, the academic and social climate on campus, the factors they believe are important in choosing a college, and factors they believe are important in recruiting minority students.

Racial Issues on Campus: How Students View Them is intended to broaden the knowledge and understanding of educational and governmental leaders, while providing ... sights held by students who are in the minority or the majority on their campus. Findings from this study may provide a foundation for additional research and may suggest actions to be taken by colleges and universities.

Some higher education institutions are already taking action to address the need for greater racial diversity on campus. In Florida, the Board of Regents is encouraging the institutions under its direction to follow the example of Florida State University, which is expanding the undergraduate curriculum to include not only Western European-based history and culture but also to give more emphasis to contributions and experiences of women and minorities. At the same time, two of the nation's six regional higher education accrediting bodies are taking steps to encourage more racial and ethnic diversity at member institutions by broadening their accrediting processes to include evaluating the *result* of efforts to recruit and retain minority faculty and students.

These efforts come at an important time and need to be augmented by campus programs that encourage interracial dialogue among students, faculty, and administrators. Nearly half of the students who answered our questions took the time to write additional comments or to pick up the telephone and call at their own expense. A small sample of their comments is included in this report. These students obviously felt strongly about the questions we asked them. The intensity of their responses further underscores the need for higher education officials to address these findings.

Mark D. Musick
President



EXECUTIVE SUMMARY

In 1988, the Southern Regional Education Board (SREB) conducted a study about black and white students' perceptions of their campus climate. This study, which was conducted partially in response to a reported rise in racial incidents on college campuses, also serves as a follow-up to two SREB studies that were completed over a decade ago. Data were obtained from 20 historically black and 20 predominantly white institutions that also participated in the earlier studies. Survey questionnaires were mailed to 15,000 students; almost 5,000 responded. Students were asked about several aspects of their campus: racial attitudes, satisfaction with the institution, recruiting, college choice, and academic and social climate. A detailed analysis of the study's findings is found in SREB's companion publication, *Black and White Students' Perceptions of Their College Campuses.*

Racial Issues Are Important to Students

The high participation rate in the study (31 percent) indicates that racial issues on campus are important to all students, black or white, minority or majority. Nearly half of the respondents called long distance or provided detailed written comments, even though few were familiar with SREB and its work.

Opinions Most Often Reflect Status, Not Race

Several items in this study strongly suggest that a student's race may not be the major factor in determining his or her opinion or perception about campus climate. These opinions or perceptions are more often determined by the student's membership in the minority or majority group on campus and, to a lesser extent, by the type of institution they attend.

Opinions About Recruiting Diverge Along Racial Lines

Only in the area of recruiting did there appear to be a strong divergence of opinion along racial lines. Black students place more "value" or importance on information they receive from college recruiters than do white students. And, they raise questions about the ethical conduct of some institutions that exaggerate the quality of campus life for black students. Since black students depend heavily on the information provided by recruiters, institutions have both an opportunity and an obligation. By increasing the quality and quantity of contacts with campus recruiters (including black recruiters), institutions have the opportunity to increase minority enrollment. They also have an obligation to present information about campus life as accurately as possible.

Students Generally Express Open-Mindedness Toward Race Relations

Overall, students seem to be open-minded toward relations between the races. For example, students of both races agree that race is not a factor in a student's ability to learn. They say they have no difficulty communicating with students of another race, and they believe that students can benefit from friendships with individuals of other races. They do not perceive, however, that interracial dating is generally accepted on their campuses.

Many White Students Oppose Special Considerations for Minorities

Although they describe themselves as "open-minded" about race relations, many white students do not believe black students should receive special considerations because of their minority status. Most black and white students agree that blacks do not need special consideration for general college admissions. However, black students are four to five times more likely to believe that black students should receive special consideration for professional school admissions.

Recruiting Ethics Raise Concerns

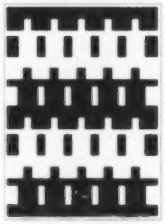
Direct and indirect evidence from this survey suggests that institutions need to be concerned with how recruiters and admissions counselors portray colleges. A significant number of students report that they were misled about campus life.

Students Question the Sincerity of Minority Recruitment Efforts

Many students expressed concern about the sincerity of their institution's efforts to recruit minority students, faculty, and administrators.

Minority Group Students Lack Opportunities to Express Their Concerns

Students who were in a minority on campus—especially black students on predominantly white campuses—expressed the feeling that their colleges did not give them enough opportunity, formally or informally, to express their concerns and to relate their experiences on campus. The recent movement toward more institutional assessment and reform of the accreditation process may provide some relief because more attention will be paid to exit interviews, alumni surveys, etc. However, it is also important that institutions communicate with minority students while they are still enrolled, both to address their immediate concerns and as part of a long-range effort to reduce minority student attrition.



SELECTED STUDENT COMMENTS

Students were asked to share any concerns regarding race relations on their campus. Close to 50 percent—2,131 students—took the time to express their concerns through written and telephoned comments. Some of the greatest awareness and expression of students' feelings were revealed in these comments. Students who praised the study appreciated the opportunity to express their views and share campus experiences. On the other hand, those students who berated the study seemed to be saying that by raising this issue or by asking questions of this nature, SREB was contributing to problems or tensions by "giving students ideas." The comments of all the students—and their willingness to call SREB directly at their own expense—provide a clear signal that students, black and white, are troubled by the racial tensions on their college campuses.

The following sample statements are typical of the comments of many of the students from each of the four groups represented in the survey. They illustrate the breadth of students' ideas, attitudes, opinions, and perceptions.

Black students at predominantly white institutions:

"Race relations at [institution] have not improved in the last 15 years. When I was here as an undergraduate, relations were better. I graduated in 1974. On reentering as a grad student, I found racist attitudes extremely high. My attitude toward the institution has become very negative."

"My school has a policy of good race relations that it does not follow through with. We (black students) seem to be tolerated—not really accepted. In response, black students become distant with each other in an effort not to appear too different. It's sad."

"The sports programs are geared more toward whites than blacks. The only sport that blacks participate in is basketball. Blacks generally don't participate in ping-pong, tennis, golf, volleyball, and rowing. The campus needs badly to have black fraternities; that alone will escalate black enrollment tremendously."

"Black students on a predominantly white campus seem to have to do more to prove themselves worthy. The faculty is not as willing to help us as they are to help our [white] counterparts. This school is becoming more and more integrated but this isn't the will of the overall school."

"I have found that the white students keep to themselves. They really don't want to be social. The students harbor all of the stereotypical prejudices. I think what [institution] needs is a course or event that makes it mandatory for people of opposite races to socialize together. Whenever there are school events they are usually geared to the interest of all the white students or all the black students."

"I feel that the lack of knowledge white students have about African-Americans hinders their ability to accept us as equals on my college campus."

"I would like to add that black students are not looking for special attention from faculty and administrators, just equal opportunity for advancement in life."

"Racial remarks seem to go unchecked. Financial aid is imperative for most blacks, but academic standards should never be lowered. Instead, make tutoring available."

"If a white person and a black person want to date then that's their business. Black and white shouldn't be the issue at a college. Students should worry about getting an education. Besides, prejudice is ignorance."

"The fact that [a college trustee] keeps making racial slurs in public and is still on the board deeply troubles me. How obvious does racism have to be before the proper actions are taken?"

White students at predominantly white institutions:

"There seems to be reverse discrimination at [institution]. There is Black History Month, Black Ms. [institution], and other black-only events. But there are no exclusively white functions, and that's not fair."

"It's time we start looking at white discrimination in, for example, financial aid, admission of qualified people into special programs, etc. ...(professors' fear of failing black students). Why is this questionnaire worded so that it portrays blacks as helpless, needing to be spoon-fed the college experience?"

"I am against [focusing on] race relations. All should be considered equal. I as a white person feel discriminated against when a black person gets into his or her college only to fill a quota, not for his or her achievements. There isn't a race problem until someone creates one."

"In my opinion, the black students receive more attention and counseling than white students at this institution. Blacks seem to be given more help and more financial aid. Also, in social situations blacks seem not to want white students involved in their activities. I feel there is a lot of reverse discrimination at this institution."

"Why do minorities deserve to be aided any more than anyone else? We have poor white kids just as we have poor black kids, or Hispanics, etc. Colleges are turning down able students in order to qualify for state aid by having a certain percentage of minority students. Why?"

"I do not perceive myself to be prejudiced. However, I find it offensive when members of one group, whether they are separating themselves because they are of another sex, race, or religion, seem to feel like they are 'owed' something based on the fact that they are of that minority. Regretfully, there was great racial prejudice when I went to school in 1980-84 and it seems greater now. Though I see a greater percent of interracial relationships, I do not sense any greater acceptance of this situation."

"In no way should race make a difference. I am a white male and have been turned down financial aid [and other] opportunities because I was the wrong sex or race. Instead of organizations like NAACP, why don't we have NAAAP—National Association for Advancement of All People?"

"I think by forcing the issue, things are made worse. White people start resenting blacks if all the issues of equality, justice, enough black administrators, etc., get brought up all the time."

White students at historically black institutions:

"I do feel that my communicating skills have been sharpened—[I am] becoming more open-minded about black students. The shoe was placed on the other foot; I was the minority. I would attend this college again for further education."

"I have been distressed to discover the stereotypical view of whites held by many black students on this campus."

"I am very involved in activities on campus. I'm making the most of my college years. I don't see the other white students putting in the effort to get involved. They go to classes, and then they leave campus. I think you get out of it what you put into it. I'm having the time of my life and getting a good education."

"White students show up on time, blacks are 10-20 minutes late for class; whites attend class regularly, blacks attend occasionally; whites show up for exams, blacks make them up later. I graduated from a 4-year predominantly white college. I'm shocked by the lack of discipline and motivation of students here. The administration is just as bad. Registration is a nightmare. No one helps anyone. The attitude seems to be 'you're on your own, we aren't going to help and we don't care if you're here or not.'"

"Generally speaking, race relations on this campus are excellent. I have run into a few students and teachers whose racist attitudes were made known to me, but the friends I have made and the quality of instruction I have received far outweigh any discomfort I may have felt under those circumstances."

"I evaluate people based on their personalities, not by their race. I have friends of all races because I enjoy sharing their company, not because they are or are not of a particular ethnic group. I strongly object to immature minority students acting up in class/on campus thus interfering with my education and perceived safety. Admissions has an obligation to screen out these hoodlums and send them back to high school to learn how to behave as adults. This will do more for attracting white students than any of the above."

Black students at historically black institutions:

"I feel that the race relations on this campus are as good as they can be considering that the college is situated in a predominantly black area, is not very well known, and is not really concentrating on race as much as on academics."

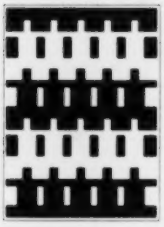
"It is important for blacks to learn about the importance of education and [institution] isn't providing the necessary tactics to recruit the younger, soon-to-be college students who may be lead astray by drugs, unawareness, and indetermination. [Institution] should be trying to reach the students who feel that they can't attend college because of academics, finances, and lack of encouragement."

"Having worked closely with 'white' students on my campus, I am aware that for 'white' students to receive scholarships, G.P.A. requirements are much lower than the requirements for 'blacks' to receive scholarships. This concerns me because I have seen many black students not able to finish school because of financial problems."

"I feel that there should be more white people, as well as other races, represented here at [institution]. This would give the blacks that are here a chance to see 'up close and personal' the way other races react and respond to black people because they will face them every day of their lives after college is over."

"The race relations here are very good from my perspective. Whites are a minority here and they seem to separate themselves from the majority because of cultural habits."

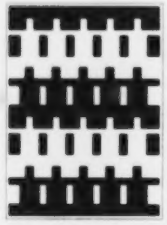
"The faculty and staff are worried about losing their percent of white students; therefore, the whites get away with a lot more, unlike black students."



SURVEY DESIGN SUMMARY

Institutions:*	20 predominantly white 20 historically black
Survey Groups:	Black students attending predominantly white colleges White students attending predominantly white colleges White students attending historically black colleges Black students attending historically black colleges
Participants:	2,063 black students at predominantly white institutions 802 white students at predominantly white institutions 1,345 white students at historically black institutions 373 black students at historically black institutions 4,583 Total
Response Rate by Group:	30.6 percent of black students at predominantly white institutions 30.3 percent of white students at predominantly white institutions 37.4 percent of white students at historically black institutions 20.8 percent of black students at historically black institutions 31.0 percent of all students surveyed
Survey Content Areas:	Demographics General attitudes and opinions on race Satisfaction with the institution attended Factors influencing college choice Factors influencing minority recruitment Academic climate Social climate
Notes:	The survey questionnaire contained 61 five-category Likert scale items and 16 demographic items. For analysis, the Likert scale was collapsed to three categories—*agree*, *disagree*, and *undecided*—for clarity in presentation. Some survey questions were altered slightly to reflect the different groups to which questionnaires were directed. The questionnaire also contained one open-ended item to which almost 50 percent of the students responded.

*See page *iv* for a list of participating institutions. Georgia State University is the only institution that did not participate in one of the earlier studies.



INTRODUCTION AND PURPOSE

Almost 30 years after the Civil Rights movement placed top priority for higher education on improving race relations, ugly racist incidents, student isolation, and insensitivity continue to plague colleges and universities across the country.

...(M)any white students believe that minority group members today enjoy unfair advantages and that whites are being victimized by efforts intended to correct past discrimination. Black students on the other hand resent the frequent assumption that they were admitted to white campuses solely on the basis of special admissions programs, and they find few role models in these hostile environments.

Manpower Comments, June 1989

These remarks highlight a lingering problem in higher education—racism on the college and university campus. Simply stated, these are the kinds of issues and problems faced by black students who attend white colleges and, to a degree, by white students who attend black colleges. Several important questions deserve attention.

- How do students perceive the issues and conflicts created by a racially diverse student body? Have colleges and universities adequately addressed this issue? Have conditions improved? Are they worse?
- Why, after implementing many different strategies to increase minority participation on college campuses, has there been so little improvement?
- What effective strategies can be employed to increase and encourage minority participation in higher education?
- Why, 30 years after the Civil Rights movement and some 20 years after significant desegregation of higher education, are the issues and problems of minority students still so prevalent?
- What can (will) higher education do to address or eliminate the problems on campus faced by students who are in the racial minority?

In their search to better understand the dynamics of minority participation in higher education, scholars and administrators struggle with these kinds of questions. Too often, however, institutions fail to listen closely to the students themselves. Students' perceptions about the problem of minority participation in higher education can provide additional insight and may suggest new lines of inquiry that could lead to a reduction in racial incidents and racist practices in higher education.

Frequently, administrative strategies and programs to deal with these problems go astray, even though they appear to be logical and sound. They fail because they are developed without considering how students view and understand the problem. This report seeks to supply that missing ingredient by addressing this question: *How do students' perceptions, attitudes, and opinions about race and racism affect their interaction and relationship with one another and with their institution?*

Are there important differences in the perceptions of students who are in the minority and those who are in the majority? How are those differences shaped by the students' race? The Southern Regional Education Board first examined these questions in companion studies conducted in 1977 and 1978 among black and white students enrolled on predominantly opposite-race campuses. The current study builds upon and extends the earlier research. It examines two minority groups—black students attending predominantly white colleges, and white students enrolled in historically black colleges. It also looks at students in the majority—black students attending historically black colleges and white students attending predominantly white colleges. Through the use of a comprehensive questionnaire, the study explores student perceptions of:

- racial attitudes and opinions students bring with them to college;
- satisfaction of students with the institution attended;
- the academic and social climates on campus;
- factors students believe important in choosing their college;
- factors students believe important in the recruitment of minority (black or white) students to majority campuses.

Why are these issues important? Consider that:

- Since the mid-1970s, minority student participation in higher education has been on a level or declining trend, especially among blacks.
- As minorities become a greater proportion of the United States work force, business and industries will have to rely more heavily on minorities as a source of college-educated employees.
- A significant increase has been reported in the incidence of racially/ethnically motivated confrontations on college campuses.

The Current Study

The current study examines perceptions of the college climate among black students in predominantly white colleges and white students in historically black colleges. The assumption is that a minority student's decision to attend a college and to remain there through graduation is influenced by his or her perceptions of the institution's cultural and racial environment. Many factors affect college participation rates, some of which may be out of the control of a single higher education institution. But colleges and universities need to ask this important question: "What are we doing to encourage or discourage minority participation—perhaps without even being aware of it?" Educators and policymakers must be concerned about student attitudes and perceptions, and they must be knowledgeable about the academic and social factors that determine those attitudes and perceptions.

Earlier SREB studies in 1977 and 1978* revealed the importance of the campus climate, a multi-cultural faculty, and the active involvement of minority students in campus activities. The current SREB study again considers the opinions, perceptions, and attitudes of students by looking at both black and white students at the same selected group of institutions in SREB states that participated in the 1977 and 1978 studies.

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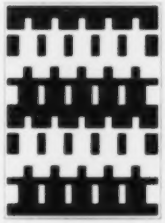
*Summaries of these studies were contained in the SREB publications: Standley, Nancy V. *White Students Enrolled in Black Colleges and Universities: Their Attitudes and Perceptions*, 1978, and Jones, Larry G. *Black Students Enrolled in White Colleges and Universities: Their Attitudes and Perceptions*, 1979.



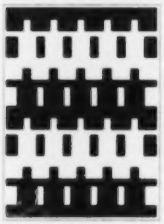
THE SURVEY PARTICIPANTS

Biographical data from each participant made it possible to generate a profile of the four survey groups, permitting additional understanding of differences or similarities that might exist among groups. Based on average responses of all students, the typical survey participant was between the ages of 19 and 22; had parents who graduated from high school; was attending college full-time; was living off campus; had a self-reported grade-point-average (GPA) in the 3.0 range; had graduated from a predominantly white high school; was financing his or her education through a combination of loans, grants, and scholarships; and planned to get either a bachelor's or master's degree in business or education. The majority of the survey respondents were female (about 60 percent across all groups).

Some notable differences: Regardless of the type of institution attended, the education level of parents was higher for white than for black students; black students were more likely to live on campus than off; white students were more likely than black students to have attended predominantly white high schools; and black students were more likely to use grants or scholarships to fund their education. Despite these relative differences, three of the four survey groups had very similar profiles and were rather distinct from the fourth group of white students at historically black colleges.

The white students at historically black institutions were two to three times more likely to be upper-level or graduate students; consequently, they were older, married, enrolled part-time in evening classes, lived off campus, had higher grade-point-averages, were better off financially, and their employment was a major source of funding for their education. In addition, these students were three times more likely to have selected education as their academic major.

Because the student demographic profile indicates that a much larger proportion of the white students attending historically black colleges were graduate students than in any of the other groups, analyses were done eliminating all graduate students to see what effect this might have on the distribution of responses. The effects were negligible in almost every case, even for the group of white students at historically black colleges.



IMPLICATIONS

"Angered by admissions and financial aid policies that they say unfairly favor minority students, undergraduates on some campuses are forming white-student unions."

Report in *The Chronicle of Higher Education*
April 18, 1990

The 1977 and 1978 SREB studies of students attending predominantly "other race" institutions stressed how important it was that these students enroll and remain at these institutions. The authors concluded that students are convinced that the "trade off" is worthwhile—that the educational benefits to be gained far exceed any extra effort, struggle, or consideration necessary to achieve their educational goals in an "other race" institution.

Does that conclusion remain valid today? While this study does not provide a definitive answer, it does reveal negative attitudes among minority students at both predominantly white and historically black institutions that suggest today's students may be less willing to make the "trade off" than students once were. While the percentages of black youths completing high school has increased since 1976, the American Council on Education reports that smaller percentages of these graduates are enrolling in college. High School and Beyond, the longitudinal study of 1980 high school seniors, has revealed that black students who *do* enter college graduate at a much lower rate than white students.

In the face of this evidence, higher education administrators need to examine their minority recruitment programs and their general approach to minority student relations to determine whether their institutions are acting aggressively to recruit, retain, and graduate black students.

Institutions of higher education, whether historically black or predominantly white, should commit themselves to meeting the basic academic and social needs of all their students—whatever extra effort, struggle, and consideration might be necessary. The data in this study strongly suggest that some institutions have not yet made this kind of commitment.

Among white students on historically black campuses...

only 53 percent say they would choose the same school if they had to make the choice again

only 25 percent feel they are "a real part of the school spirit here"

only 45 percent agree that "the administration on this campus makes a genuine effort to recruit white students"

only 32 percent agree that "the administration has made a special effort to help white students belong"

only 22 percent agree that counseling and advising services are "especially sensitive" to the needs of white students

Clearly, administrators at historically black institutions have an obligation to meet the needs of their white minority students. Responses from white

students on these campuses suggest that the students often do not feel a sense of belonging and often do not believe that the college or university administration is vitally interested in keeping white students enrolled.

Our data indicate that this feeling is shared by black students on predominantly white campuses...

only 52 percent say they would choose the same school if they had to make the choice again

only 31 percent feel they are "a real part of the school spirit here"

only 28 percent found that admissions counselors had described accurately the types of experiences they have encountered

only 43 percent agree that "the administration on this campus makes a genuine effort to recruit black students"

only 32 percent agree that "the administration has made a special effort to help black students belong"

barely 20 percent agree that institutions make a sincere effort to recruit and retain black faculty members and administrators

only 23 percent agree that counseling and advising services are especially sensitive to the needs of black students

nearly 85 percent say more consideration should be given to black student interests

only 40 percent agree that socially the campus is "as integrated as students want it to be"

more than 60 percent disagree that white students play an active role in helping black students adjust to the campus—more than twice the disagreement of any other group

These data suggest that black students often feel a sense of alienation on predominantly white campuses and question the commitment of white administrators to their success. Racial isolation and insensitivity on campus have a different meaning for white and black students. White students can lose their minority status by simply walking off the campus, while black students don't have this option. After 25 years of desegregation activity in higher education, black students are still experiencing verbal attacks, written epithets, physical confrontations, and other more subtle, and in some ways more insidious, acts that discourage their participation in and graduation from college. These acts are often carried out or tolerated by other students, faculty, and administrators through ignorance, insensitivity, neglect, and possibly even contempt.

The data from this study can help college and university administrators learn more about the campus climate as students perceive it. This knowledge will give administrators and policymakers an additional tool with which to help eliminate, or at the very least, minimize objectionable behaviors and enrich students' academic and social experiences on campus.

Given these data, other recent events on college campuses, and projections of future minority demographics, it should be clear to even the most casual observer that higher education

can no longer feasibly ignore, minimize, or trivialize the racial tension and isolation felt by minority students. As the earlier SREB study of black students on white campuses by Jones noted: "... to assume no discrimination because the rules no longer permit such action is to ignore the evidence ..."

Certainly, the college climate and all it encompasses needs to be more open and less prejudiced. More specifically, all institutions—historically black and predominantly white—need to redouble their efforts by establishing specific and reasonable goals and regularly evaluating progress toward achieving them. Goal-setting implies a total commitment to make the necessary adjustments or changes when warranted. What are the key findings and implications from this study?

Racial Issues Are Important

The study's high response rate (31 percent) underscores the importance of racial issues on campus to all students, black or white, minority or majority. (Surveys were not administered in class but sent to the students' residences, so participation was strictly voluntary.) Nearly half of the respondents called long-distance or provided written comments, many of which were several pages long. This response is particularly compelling considering that few of these students were familiar with SREB and its work.

Significant Changes Have Occurred Over The Last Decade

In some areas, student perceptions of campus climate have not changed much since the 1977 and 1978 SREB studies of minority students on majority campuses. However, there are other areas in which significant changes have occurred.

- White students attending historically black colleges today are much more likely than their counterparts of 10 years ago to say that while progress has been made in recent years, there is still a great deal of prejudice in our society.
- Today's black students attending predominantly white colleges feel more strongly that institutions should increase: financial aid opportunities; preparatory and review courses; tutorial and counseling help; institutional information directed to minority student problems and concerns; the presence of minority faculty, staff, and administrators; minority recruiters and admissions counselors; and the use of minority faculty and students in the recruiting process.
- One of the most consistent changes observed in these data is that white students at historically black colleges now are much more likely to express a definite opinion than their 1977 counterparts, who were "undecided" or did not reply to many of the survey items. Several reasons might account for this change—white students may be better informed about the issues; they could be more comfortable and familiar with their role as minority students on historically black campuses; or they may be reacting to a perceived advantage afforded minorities, a kind of "white backlash."
- Black students today are less likely to mention selecting a predominantly white college because of special program offerings. They are more likely than 1978 students to believe that black students should meet the same admission stan-

dards as other students and are less likely to believe that black students should be given special admittance considerations to professional schools.

- Nearly half of the white students attending historically black colleges feel that the administrators of historically black colleges and universities make a genuine effort to recruit white students—an increase of about nine points over students in 1978. However, in 1978, nearly 47 percent of the white students agreed that black college administrators had made a special effort to make them feel that they belonged; in 1989, the percentage dropped to 40 percent.
- Black students now on predominantly white campuses see themselves as having more input in the planning and organizing of programs that serve their interest than students did in 1978. Also, twice as many of these black students believe that the campus is as socially integrated as students want it to be. The percentage of white students in historically black institutions who report that interracial dating is an acceptable social relationship on their campus has doubled since 1977. Fewer of these white students described black students as cooperative in helping them adjust to campus life.

Opinions Most Often Reflect Status, Not Race

Attitudes or perceptions that might be considered racial in origin may, in fact, be a reflection of general conditions or circumstances. Evidence in this study strongly suggests that a student's race is often not the major factor in determining his or her opinion or perception about campus climate. Instead, it seems that these opinions or perceptions are determined more by the student's membership in the minority or majority group on campus and, to a lesser extent, by the type of institution they attend.

- Regardless of race, almost half the minority students, either black or white, would go to a different college if given the opportunity, and only about a fourth say they feel part of the school spirit.
- Black and white minority students are likely to express a need to have more input into planning and organizing campus activities or programs that serve their interests. These students clearly feel a need to be included, formally as well as informally, in significant ways by administrative, faculty, and student groups. It appears that all institutions would benefit by investing considerable energy in making sure that students perceive both academic and social programs as open and accessible to them. No institution should leave minority students with the impression that they have less than full access to the institution's array of academic and social offerings.

Opinions About Recruiting Diverge Along Racial Lines

Only in the area of recruiting did there appear to be a strong divergence of opinion along racial lines. Black students place more "value" or importance on information they receive from recruiters than do white students. This distinction is important because it may have a bearing on the strategies or techniques employed by institutions to recruit minority as well as majority students. For example, if the information provided by recruiters is a major factor in the typical minority student's decision to select a college, institutions might be more

effective if they increased the number of minority recruiters in their admissions offices.

Students Express Open-Mindedness Toward Race Relations

Overall, students seem to be open-minded toward relations between the races. They do not perceive, however, that interracial dating appears to be an acceptable social relationship on their campus.

- Students believe black and white students want the same things out of life, and that race does not affect a student's ability to learn.
- The overwhelming majority of all students, regardless of race or type of institution attended, say they have no difficulty communicating with students of another race. In three of the groups, 80 percent of the students report their contact with students of other races extends to the social setting. Black students attending historically black colleges had the least social contact with "other" race students; still, more than half reported social contact with white students.
- Although most students see themselves and others on campus as open-minded about race relations, they do not believe that the "open-mindedness" stretches to include widespread acceptance of interracial dating. Only about 30 percent of the students (black or white) on predominantly white campuses agree that "interracial dating appears to be an acceptable social relationship." The percentage of white students on historically black campuses who agree (15 - percent) has doubled since 1977.
- Recognizing that some progress has been made over the years, black and white students are more than willing to admit that there is still a great deal of prejudice in our society. It is interesting, too, that white students on historically black campuses express this more frequently today than they did a decade ago.

Many White Students Oppose Special Considerations/Programs For Minorities

Although they describe themselves as "open-minded" about race relations, many white students do not believe black students should receive special considerations because of their minority status. They also believe considerations and programs for minorities have gone so far as to discriminate against white students. This suggests, perhaps, that higher education has done an inadequate job of educating students about the issues involved in and the need for affirmative action programs. Witness the comments of two white students on predominantly white campuses:

> "I am not prejudiced at all—my boyfriend is black. But, I do find it unfair that blacks receive scholarships simply because they are black and not based on need or academic achievement."

> "I feel that minority students have been given every possible opportunity for admission and special consideration. This has been carried to the point of reverse discrimination. Our university makes great effort to enroll minority students who may have questionable credentials but fit a class profile. This may come at the expense of non-minority students. Financial aid seems to come easier to minorities than to average middle-class whites."

- Nearly half of all white students disagree or are undecided whether more money should be spent on education, welfare, or self-help programs for minorities.
- On predominantly white campuses, black students overwhelmingly support special consideration programs to increase the number of black faculty and administrators; white students are ten times more likely to oppose such programs.
- White students on predominantly white campuses do not support special considerations being given to the interests of black students.
- While black students generally agree with white students that black students should not receive special consideration for general college admissions, black students are four or five times more likely to believe that blacks need special consideration for admission to medical school, law school, and other professional schools.

Recruiting Ethics Raise Concerns

Direct and indirect evidence from this survey suggests that institutions need to be concerned with how recruiters and admissions counselors portray colleges.

- Minority students, blacks in particular, were quite clear on this point. They felt that they were not adequately advised about the kinds of experiences and problems they would face as minority students. One tactic about which colleges should be concerned is the practice of sending out separate recruiting materials and brochures that give fundamentally different impressions of the campus to potential black and white students.
- Once on campus, minority group students in particular did not perceive that counseling and advising services were always sensitive to their needs. One solution that has been tried on several campuses is to have special orientation programs for minority students. Obviously, this type of strategy has a "double-edged" effect. While it may benefit some students, it also can isolate students—a factor institutions must weigh very carefully. At the very least, institutions should regularly evaluate the effectiveness of these orientation programs and make an effort to determine whether prejudicial conditions on campus are forcing students to seek special counseling and advice.

Students Question The Sincerity Of Minority Recruitment Efforts

Many students expressed concern about the sincerity of their institution's efforts to recruit minority students, faculty, and administrators.

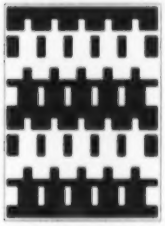
- As might be expected, minority students expressed a higher level of concern than majority students. More concern was expressed on predominantly white college campuses than historically black. This may reflect the higher proportion of minority (white) faculty and administrators on historically black campuses. These perceptions may or may not be true, but students believe them to be true. Students may not be fully aware of the difficulty institutions encounter in efforts to recruit minority students, faculty, and administrators.

This lack of knowledge may be indicative of institutions' failure to inform students about the issues and problems colleges face in the recruiting process. Institutions might address this problem in part by involving students in the recruiting process.

- Black students feel strongly that colleges will be more effective if they involve both black faculty and students in recruiting. Indeed, black students on predominantly white campuses now feel even more strongly about this point than in 1978. Minority students who are on campus may be able to help in the short term with new ideas and a different perspective on how to improve recruiting efforts. For example, a well-organized and informed minority student group could influence a candidate's decision in favor of a particular college. Today's students will be tomorrow's college faculty, administrators, alumni, and trustees; learning about the college hiring process may be very informative and enlightening.

Minority Group Students Lack Opportunities To Express Their Concerns

Minority group students, especially black students on predominantly white campuses, expressed in several different ways the feeling that their colleges did not give them enough (or any) opportunity, formally or informally, to express their concerns and to relate their experiences on campus. The recent movement toward more institutional assessment and reforming the accreditation process may provide some relief because more attention will be paid to exit interviews, alumni surveys, etc. However, it is also important that institutions communicate with minority students while they are still enrolled. It is very clear that students want an opportunity to tell the institutions how they feel about their experiences on campus. For example, how do black students get across their desire to have not only ethnically diverse course offerings, but to infuse diversity into the mainstream curricula? As Jones noted, "Without a formal way for the institution to recognize and deal with the issues, few problems identified by [minority] students will find resolution."



CONCLUSION

"Deeply rooted prejudices not only persist, but appear to be increasing. Students are separating themselves in unhealthy ways. Racial tensions have become a crisis on some campuses. The harsh truth is that, thus far, many campuses have not been particularly successful in building larger loyalties within a diverse student body."

Campus Life: In Search of Community
Carnegie Foundation for the Advancement of Teaching
May 1990

The data produced by this study of 5,000 college students at 40 institutions of higher education in 14 states underscores (as did similar studies in 1977 and 1978) the need for colleges and universities in the SREB region to re-examine the status of minority students on their campuses.

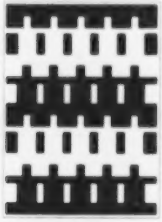
The data *do not* describe clear solutions to the problems of black students on predominantly white campuses and white students on historically black campuses, nor do they address directly the difficulties faced by institutions in meeting the needs of their minority students. These data, however, can broaden knowledge and understanding of the issues while providing insights into the attitudes, opinions, and perceptions about the campus climate held by both minority and majority students. They provide a foundation on which to build further research efforts at those colleges and universities where administrators and trustees are committed to improving services and expanding educational experiences for *all* students.

The problems of racism as reflected in student responses in this survey are difficult to address or resolve. Ten years ago, minority students identified the same kinds of problems. The apparent lack of progress in many areas serves to confirm what minority students have been saying about the trepidation, isolation, and alienation they experience whether they are on historically black or predominantly white campuses.

Educators and policymakers must work harder to overcome the myths, stereotypes, and mental malaise that slows or even prevents progress toward a more accommodating campus climate and multi-cultural curricula. Interventions aimed at improving conditions on campus have focused primarily on changing student behaviors or protecting them from the impact of the campus environment, which is perceived by many to be cold, hostile, or even racist. Institutions of higher education have rarely been asked to change in fundamental ways—or when they have, change has been slow and begrudging. This may be explained, in part, because, historically, minority populations have been viewed as inferior. Some have interpreted requests that institutions change to provide a more diverse appearance as the equivalent to reducing institutional quality. Such views are antiquated and cumbersome and prevent, or at the very least restrict, the quality of educational experiences for minority and majority students.

The problems of prejudice and bias will not be removed by simply increasing the numbers of minority students, faculty, or administrators on a given campus. State, system-level, and institutional policymakers must work to develop programs that raise the multi-cultural sensitivity of all those individuals involved in campus life.

Colleges and universities must also be willing to take a firm stand against and act decisively in response to racial intolerance on campus. Evidence of racial/ethnic discrimination or blatant disregard for the rights of others cannot be allowed to pass unnoticed. Short of impinging on the rights of students to free speech, institutions must adopt policies that make clear the conduct and behaviors which are acceptable and those which are not acceptable on campus. Such policies should become an integral part of the campus code of conduct and be made known to every student, faculty member, staff member, and administrator. Highly visible support and commitment to the policies—from the president's office on down—will be required if meaningful changes in programs, policies, and practices are to be achieved.



STRATEGIES FOR CHANGE

A steady flow of college-trained individuals is critical to growth and development in the SREB region. Expanding technology, environmental crises, competition in the marketplace, and food and energy shortages are examples of national, as well as international, concerns that will have an impact on the region. It becomes clearer by the day that if this country wishes to improve, or maintain, the current quality of life for all its citizens, it is imperative to improve the education of all its citizens. This country will require more individuals from all ethnic backgrounds who have earned college degrees. As long as racism and tension between ethnically different groups serve as a barrier for many of our young people in the pursuit and completion of important educational goals, we will all suffer.

Finding solutions and maintaining focus will take our very best efforts. Colleges and universities have a particular responsibility to further knowledge, inspire critical thought, and contribute to the solutions. Where else are the concerns of the individual and the society examined so thoroughly? Institutions should model their efforts not only on what is, but what should be. They need to learn more about what can be done to alleviate the stresses felt by students who are in the minority on their campuses. They need to learn more about how to initiate program changes that will work.

It is tempting to write a detailed prescription to be applied to all institutions; however, the data show that problems vary from campus to campus. The students in each of the four institutional groups are different. In fact, each of the 40 institutions in the study could be said to have student groups that differ in important ways.

Each institution exists under its own unique set of circumstances, conditions, mission, and history. Any solutions that might be proposed would need to be institutionally specific to be useful. *The institution itself* is in the best position to examine its campus situation periodically and take steps to deal with relevant issues. The strategy here is to pose questions (some of which are thinly veiled recommendations) that will help institutions determine the best course of action, given their own set of unique circumstances.

STRATEGIC QUESTIONS

- **Does your institution** have clearly stated policies and goals that spell out the commitment to diversify the institution and to eliminate racism?

- **Have reasonable and measurable** goals been developed that will clearly guide all subsequent efforts to increase minority administrative, faculty, staff, and student presence and participation?

- **Have all units** within the academic, administrative, and social structures established objectives and actions that support these institutional goals?

- **Are policies and goals** stated in such a way that they make clear which behaviors on the part of students, faculty, and staff are acceptable or unacceptable and, at the same time, protect First Amendment rights?

- **Does your institution** have policies that clearly define what is meant by a "racist act"? Do these policies protect the rights of all students?

- **Does your institution** have visible and determined leadership from the chief executive and academic officers to increase minority participation on campus?

- **Are there rewards for meeting**, or sanctions for not meeting, the goals to increase minority participation? Are the reward and sanction policies clearly stated? Are they appropriate? Do they work?

- **Do students understand** how financial aid can be obtained? What evidence does the institution have of this? Where does the aid come from? Who sets the guidelines for its allocation?

- **Does your institution systematically** review and attempt to resolve promptly race-related issues on campus? Is there a specific process for responding to problems that have racial overtones? What indication is there that this policy is known to students, faculty, and administrators?

- **What procedures exist** for regularly collecting and analyzing campus data pertaining to race relations? What are the policies for reporting the results?

- **Is cultural awareness training** or staff development available to administrators and faculty? Is training provided to staff and paraprofessionals who frequently are the students' first contact with your institution and who often have more contact with students than faculty do?

- **Has consideration been given** to including ethnic studies as part of the academic offering and involving faculty in an examination of how accurately course content reflects contributions of all ethnic groups? If so, are students and faculty aware of the reasons why the institution may have elected the course of action it did?

- **Do campus recruiters** and recruiting literature accurately and honestly portray "campus life" to prospective students? Does the institution have a means to determine whether students are being accurately informed by recruiters and admissions counselors on what they can expect upon attending your college?

- **Do you know what sources** of information students use in making the decision to attend your college? Do these sources differ in number or degree between black and white students? If so, what are those differences? Is this knowledge being used to improve minority recruitment?

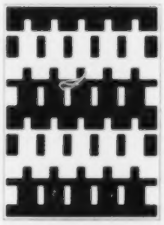
- **Does your institution conduct** its own studies of minority and majority students' opinions and perceptions about campus climate? Do you know how these views relate to student satisfaction and persistence toward a degree—particularly for minority students?

- **Is there a formal means** of providing students with opportunities to let the university know how they feel about their experiences on campus?

- **Does your institution make** conscious efforts to include minority students in the planning and organization of academic and social activities on campus? Are these efforts working?

- **Is your institution making** every effort to recruit minority students, faculty, and administrators? Are your efforts well publicized? Are your students—minority and majority—convinced of your sincerity? Does your institution freely share or make known the difficulties it incurs when attempting to recruit minorities?

While the questions posed here are primarily directed to institutions, higher education system offices can play a vital role in bringing about fundamental changes. Each question should be examined to see what role the system office or state higher education coordinating agency might play in establishing policies and accomplishing goals.



STUDENT RESPONSES TO SELECTED SURVEY ITEMS

Students who participated in the SREB survey answered 69 questionnaire items, reporting their perceptions of campus academic and social climate; their satisfaction with the institution they attend; their perceptions of racial attitudes on campus, and their assessment of minority recruitment efforts. Student responses to 14 key items are presented here. These tables include, where possible, comparisons with student responses from SREB's 1977 and 1978 minority student studies.

A companion publication, *Black and White Students' Perceptions of Their College Campuses* (1990, 107 pp.), contains the complete results of the survey and a detailed analysis of the data. It may be ordered from the Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, GA 30318-5790. Payment of $12.50 per copy must accompany the order.

TABLE 1

In spite of the progress in recent years, there is still a great deal of prejudice in our society.

	Percentage of Students			
	Agree	Disagree	Undecided	No Response
Predominantly White Institutions				
Black Students	96.4	2.5	0.9	0.2
White Students	90.0	8.2	1.6	0.1
Historically Black Institutions				
White Students	88.8	7.4	2.8	1.0
Black Students	95.2	3.8	0.3	0.8
1977 White Students in Historically Black Institutions	79.7	10.0	10.3	NA

TABLE 2

I think more money and effort should be spent on education, welfare, and self-help programs for minorities in our society.

	Percentage of Students			
	Agree	Disagree	Undecided	No Response
Predominantly White Institutions				
Black Students	85.4	6.7	7.1	0.7
White Students	45.1	39.4	15.0	0.5
Historically Black Institutions				
White Students	51.4	31.8	15.5	1.3
Black Students	89.0	5.1	5.4	0.5
1977 White Students in Historically Black Institutions	54.3	19.1	26.6	NA

TABLE 3

If I had to start my college career over, I would still go to this school.

	Percentage of Students			
	Agree	Disagree	Undecided	No Response
Predominantly White Institutions				
Black Students	51.9	37.6	10.1	0.4
White Students	74.3	19.0	6.4	0.4
Historically Black Institutions				
White Students	53.2	32.0	13.2	1.6
Black Students	61.7	29.8	8.0	0.5
1977 White Students in Historically Black Institutions	53.3	20.7	26.0	NA

TABLE 4

I have found that the admissions counselors accurately described the types of experiences I have encountered here.

	Percentage of Students			
	Agree	Disagree	Undecided	No Response
Predominantly White Institutions				
Black Students	28.2	47.0	23.2	1.6
White Students	45.6	22.8	30.2	1.4
Historically Black Institutions				
White Students	33.5	31.2	31.6	3.6
Black Students	39.9	43.7	15.0	1.3

TABLE 5

This institution enjoys a reputation of quality in my home community.

	Percentage of Students			
	Agree	Disagree	Undecided	No Response
Predominantly White Institutions				
Black Students	70.5	19.6	9.3	0.7
White Students	73.9	16.1	9.4	0.6
Historically Black Institutions				
White Students	30.3	54.3	14.2	1.3
Black Students	62.7	26.8	9.9	0.5

TABLE 6

***More black/white-oriented cultural and social events.**

	Importance				
	High	Medium	Low	No Opinion	No Response
Predominantly White Institutions					
Black Students	70.4	23.2	4.5	1.6	0.3
Historically Black Institutions					
White Students	35.6	33.7	21.1	8.4	1.2
1978 Black Students in Predominantly White Institutions	69.0	17.2	4.3	1.8	7.8

*Item reworked for appropriate group.

TABLE 7

More preparatory and review courses.

	Importance				
	High	Medium	Low	No Opinion	No Response
Predominantly White Institutions					
Black Students	60.4	26.4	9.5	3.2	0.5
White Students	37.4	30.8	23.9	6.7	1.1
Historically Black Institutions					
White Students	20.9	27.3	37.5	12.5	1.3
Black Students	69.7	18.5	7.8	3.5	1.5
1978 Black Students in Predominantly White Institutions	33.1	31.9	21.0	6.0	7.9

TABLE 8

***Black/ vhite students should meet the same academic standards for admissions as other students.**

	Percentage of Students			
	Agree	Disagree	Undecided	No Response
Predominantly White Institutions				
Black Students	76.4	13.2	9.7	0.7
White Students	93.0	4.1	2.7	0.1
Historically Black Institutions				
White Students	98.5	0.5	0.3	0.7
Black Students	97.6	0.0	1.9	0.5
1978 Black Students in Predominantly White Institutions	68.4	26.1	3.5	2.0

*Item reworded for appropriate group.

TABLE 9

***Special consideration should be given to black students to admit them into professional schools of medicine, law, dentistry, etc.**

	Percentage of Students			
	Agree	Disagree	Undecided	No Response
Predominantly White Institutions				
Black Students	44.1	38.1	16.9	0.9
White Students	10.5	80.5	8.2	0.7
Historically Black Institutions				
White Students	13.2	76.0	9.6	1.2
Black Students	50.4	38.9	9.4	1.3
1978 Black Students in Predominantly White Institutions	62.7	27.1	8.9	1.3

TABLE 10

***Special consideration should be made to increase the number of black/white faculty and administrators on campus.**

	Percentage of Students			
	Agree	Disagree	Undecided	No Response
Predominantly White Institutions				
Black Students	88.8	4.6	6.0	0.6
White Students	29.7	47.5	21.7	1.1
Historically Black Institutions				
White Students	43.1	28.9	26.0	1.9
Black Students	27.9	50.7	20.1	1.3
1978 Black Students in Predominantly White Institutions	88.6	4.4	5.1	1.9

*Item reworded for appropriate group.

TABLE 11

***There is a visible number of black/white administrators on the campus (includes department chair persons, division heads, deans, directors, etc.**

	Percentage of Students			
	Agree	Disagree	Undecided	No Response
Predominantly White Institutions				
Black Students	13.7	78.5	7.4	0.4
White Students	26.1	48.1	24.9	0.9
Historically Black Institutions				
White Students	31.4	50.3	16.8	1.6
Black Students	57.1	30.3	10.7	1.9
1978 Black Students in Predominantly White Institutions	37.9	28.2	34.0	NA

*Item reworded for appropriate group.

TABLE 12

***Black/white students have ample input into the planning and organizing of programs to serve their interests and concerns.**

	Percentage of Students			
	Agree	Disagree	Undecided	No Response
Predominantly White Institutions				
Black Students	38.0	39.9	21.1	0.9
White Students	58.9	7.1	33.2	0.9
Historically Black Institutions				
White Students	24.9	30.9	42.0	2.2
Black Students	42.1	24.7	31.4	1.9
1978 Black Students in Predominantly White Institutions	29.0	57.3	11.6	2.1

*Item reworded for appropriate group.

TABLE 13

I have no difficulty communicating with students of a different race on this campus.

	Percentage of Students			
	Agree	Disagree	Undecided	No Response
Predominantly White Institutions				
Black Students	80.6	17.0	2.0	0.4
White Students	84.5	12.8	2.5	0.1
Historically Black Institutions				
White Students	90.4	7.4	1.5	0.7
Black Students	87.7	8.6	3.5	0.3
1978 Black Students in Predominantly White Institutions	83.5	7.6	8.9	NA

TABLE 14

Interracial dating appears to be an acceptable social relationship on this campus.

	Percentage of Students			
	Agree	Disagree	Undecided	No Response
Predominantly White Institutions				
Black Students	29.3	50.6	19.4	0.7
White Students	33.4	46.8	19.5	0.4
Historically Black Institutions				
White Students	14.6	42.7	40.4	2.3
Black Students	41.0	36.7	22.0	0.3
1977 White Students in Historically Black Institutions	7.4	34.0	58.6	NA